DOCUMENT RESUME

ED 184 205 EA 012 496

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TITLE A Research Study About Teachers' Perceptions of Job Satisfaction.
PUB DATE Nov 79
NOTE 14p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Role: Class Size: Contracts: Elementary Secondary Education: Employer Employee Relationship: *Job Satisfaction: Principals: *Teacher Attitudes: Teacher Salaries: *Teacher Supervision
IDENTIFIERS Job Descriptive Index

ABSTRACT

This study investigated teachers' perceived job satisfaction in relation to their work and the supervision they received from the principal. Surveys were collected from 682 teachers from 41 central Texas school districts. The instrument used to evaluate teacher perception of job satisfaction and supervision was the Job Descriptive Index (JDI). The canonical correlation was chosen as the most informative and expedient statistical test to select the variables in the JDI that would be the best predictors of teacher satisfaction. Results indicated that job satisfaction was related to having an annual contract rather than a probationary or continuing contract. Teachers working in grades K-6 in the fields of special education, vocational education, and elementary education were more satisfied educators. As class size and total student load increased, teacher work satisfaction decreased. Low salaries caused job satisfaction to decline. Teachers surveyed felt that the principal was a knowledgeable, helpful, and well informed supervisor, but that the principal did not offer enough individual assistance and was not available often enough. (Author/JM)

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A RESEARCH STUDY ABOUT TEACHERS' PERCEPTIONS OF JOB SATISFACTION

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Little evidence appears, positively or negatively, concerning teacher perception of job satisfaction in the areas of work and supervision within the organization of the school. Job satisfaction appears to be a measureable human characteristic, and it is important to people in their work (Ronan, 1970). Long term studies of this type are few because of the lack of instruments available for indexing an employee's job perception.

The question which this study addresses is, "How do teachers perceive job satisfaction in relationship to work done and supervision received from the principal?" This study describes differences in teacher perception of their work and of their supervision. In answering the question posed, this article reports its findings in three sections which will be treated mutually exclusive even though they are interdependent within the education milieu. Biographical data describe the participants and reveal the diversity of the school districts in this research. The teachers' perceptions of work analyzes many aspects of their job in comparison with the biographical data. The final section in this article reports the quality of the principals' supervision from the teacher's perspective.

Studies of job satisfaction have often generated observations which state that pay is the most important single motivator in an organized society (Lawler, 1968). There is now evidence that individual characteristics such as differences in personality, motivation, and expectation operate to obscure many of the commonly generalized relationships between satisfaction and general group attitudes (Carroll, 1969). This approach assumes

that job satisfaction can be predicted if the presence of a variable in the work situation leads to satisfaction and that its absence will lead to job dissatisfaction.

In the field of education there has been little research conducted on job satisfaction. Those educational studies which have been conducted revealed no significant correlation for teachers among satisfaction, educational level, and degree held (Hogan, 1968; Hogland, 1968; and Roehm, 1966). The opposite viewpoint holds that workers with higher educational degrees or accomplishments tend to be more dissatisfied (Volmer and Kinney, 1955).

It is apparent from the reciprocating views of those investigating job satisfaction that a sound theory has not been accepted due to inconsistency and lack of knowledge. This article will attempt to add to the existing body of knowledge in the area of job satisfaction.

Collection of Data

This research was accomplished by surveying 682 teachers selected from 41 central Texas school districts. The instrument used to evaluate teacher perception of job satisfaction and supervision was the Job Descriptive Index (JDI). In this study, job satisfaction is defined as the feeling a person has about his job repeated through his affective responses to the facets of the job situation. These feelings are associated with the perceived differences between what is expected as a fair, reasonable return, and what is experienced in a given situation.

The Job Descriptive Index has been validated using descriminatory and convergence techniques (Siegal, 1971). The JDI is the result of a study to develop, validate, and establish norms for job satisfaction, and was the result of the most careful and definitive research programs carried out to

understand the construct and measurement of job satisfaction (Allen, 1967). The JDI has shown consistent correlations above .70 with other measures of job satisfaction (Buros, 1972). The JDI measures five essentially orthogonal areas of job satisfaction: (1) work itself, (2) pay, (3) promotion (4) supervision, and (5) co-workers. Each facet is measured as a continuous variable. This paper addresses two areas of job satisfaction: work and supervision.

JDI Predictability Coefficient

The relationship of dependent and independent variables was paramount to this research when attempting to determine the predictability factors among variables, within and between, two sets of data. The canonical correlation was selected as the most informative and expedient statistical test to perform the task of selecting the variables in the JDI which would be the best predictators of teacher satisfaction. This test also allows the researcher to determine the predictability factor of any set of data, as a single correlation, when compared to any other set of data in the research.

The canonical relationship studied in this research was a comparison between fourteen elements of the biographical data base of the JDI and the five subtests of the JDI. The first set of canvar coefficients analyzed the elements of the biographical data base. The results of these tests revealed significant canvar coefficients between 0.9991 and -0.7213. The best predictors emerging from these analyses were: teacher salary (0.9991), teacher contract (-0.7213), teacher total student load (0.6593), teacher age (0.4511) and the sex of the teacher (0.4225).

The comparison set of significant canvar coefficients revealed the best predictors of the JDI in this data set, as perceived by teachers,

were work (0.6883), pay (0.9127), supervision (0.4714), and perception of co-workers (-0.9298).

The canonical correlation comparison between the biographical data and the JDI revealed a moderately high coefficient of 0.5310. The results of this analysis appear to have indicated that the best predictor of teacher satisfaction was encompassed in their perception of work, pay, and supervision.

Teacher Perception of Job Satisfaction

Teacher Description

Teacher perception of job satisfaction was tested using the five subtests of the Job Descriptive Index. In order to determine demographic data about the respondents to the JDI a fourteen item biographical data base was established for each participant.

This study includes school districts with average daily attendance of 233 to 20,000 students. The mean district size based on average daily attendance was 3,514 students. The campus size ranged from 188 students to 1,400 students with a mean campus size of 597 pupils. This description reveals the broad based population studied.

The sample population of teachers revealed a mean age of 35.8 and was composed of 75.4 percent females. The study disclosed that 77.5 percent of the teachers sampled were married, 14.3 percent single, 6.2 percent divorced, and 2.0 percent widowed. The total population had a mean total teaching experience of 9.8 years and a mean district tenure of 6.7 years. The average teacher in this study had an average class size of 23.8 students and a total class load of 95.9 students per day. Table I contains the biographical data base drawn from the participants in this study.

Table I
Teacher Biographical Data Base
N = 682

Variable	Mean	STD Error	STD Dev.
Age	35.837	0.432	10.869
Total Exper.	9.774	0.343	8.503
Tenure Exper.	6.628	0.316	7.451
Salary	$11,485	250.6	5849
Total Load	95.918	3.021	73.14
Actual Class Size	23.815	0.373	9.223

The respondents revealed that 77.5 percent held the bachelor's degree and 52.9 percent were teaching in grades 7 through 12. The study also indicated that most teachers (71.9 percent) were employed on a one-year contract. This study indicates that 36.6 percent of the participants were teaching in the elementary school, 15.4 percent taught math or science, 12.0 percent taught language arts courses with social studies (7.1 percent), special education (7.5 percent), and vocational education (7.1 percent). The vast majority of teachers in this study taught in departmentalized (41.1 percent) classrooms and self-contained (35.0 percent) learning situations.

The biographical data base appears to indicate that teachers in this study have been part of the profession for a significant number of years, are significantly mature in age to be effective with students, and have class loads and pupil loads which are consistent with present educational practices. The entire data base lends itself to a common understanding of the type of teachers involved in determining the perception of the job of teaching.

Teacher Perception of Work

Teachers' perceptions of work were studied using the eighteen variables of the work subtest of the JDI. Each teacher was asked to respond to the individual item descriptors as they pertain to each person's work. As a basis for comparison, selected items of biographical data were used for analysis of variance and correlation coefficients.

The respondents to the instrument appear to believe that the type of teaching contract--annual, probationary, or continuing-affects their perception of work. The teachers who are employed on an annual contract are more satisfied with their work than those teachers employed on either the probationary or continuing contract. The analysis of variance ($F = 5.211$) indicated a significant difference between groups of contract types at the .01 level.

Respondents indicated that their perception of work was dependent on the level taught and their teaching field. Special education, vocational education, and elementary teachers reported satisfaction with work. Fine arts, math, and science teachers appeared to be least satisfied with their work of the eight areas studied. Teachers working in grades K-6 appeared to be more satisfied in their job than did educators working in grades 7-12. The analysis of variance revealed between-group significane at the .01 level for level taught and teaching field.

Total student load when compared to the teacher's work perception revealed a negative correlation of -0.19712, which indicates that as total student load increases, teacher perception of work decreases. The confidence interval for these variables is less than 0.00002 using a between-groups test based on an N of 516.

Actual class size as perceived by the respondents revealed a negative correlation of -0.11184 when compared to the work subtest of the JDI. As class size increased the teachers indicated a lowered perception of their job. This highly significant (0.0068) variable comparison between-groups comes within the limits of the .01 confidence interval.

The salary teachers received for their services is correlated 0.20829 with teachers' perceptions of work. As teacher salaries increase a more positive job perception should appear. This research indicates that teachers in the study were not satisfied with their work, and one contributing factor was low salaries. Table II reveals the confidence intervals for the teachers' perceptions of work based on the biographical data collected.

Table II
Teachers' Perceptions of Work
N = 682

Variable	$\bar{X}$	Std. Dev.	F	Confidence Interval
Sex	36.82	8.17	2.047	.1531
Marital Status	36.94	8.04	0.761	.5162
Contract	36.83	8.03	5.211	.0058
Teaching Field	36.90	8.00	3.246	.0022
Grade Teaching	36.86	8.05	11.769	.0007
Class Organization	36.90	8.07	1.652	.1445
Degree Held	36.86	8.10	0.357	.5505

Teachers Perception of Supervision

Teachers' perceptions of supervision were studied using the eighteen variables of the supervision subtest of the JDI. Teachers responded to the individual descriptors as they pertain to each person's work. Table II reveals the analysis of variance for teachers' perception of supervision in comparison with the biographical data collected.

Teachers employed on an annual contract appeared to be more satisfied with the principals supervision they were receiving, than were the teachers employed on either the probationary or continuing contract. Teachers employed on a continuing contract were the least satisfied with their supervision of the three contract types studied. The between groups analysis of variance (F = 9.194) indicated a significant difference at the .01 confidence interval.

Teachers indicated that perception of supervision was dependent upon their teaching field. Special education professionals were the group which indicated the highest level of satisfaction with supervision. Teacher supervision in the fields of math, science, and vocational education were adequate according to the respondents surveyed. Teachers in the fine arts field were least satisfied with their supervision. The between groups analysis of variance revealed an F ratio of 1.795 and a confidence interval of .0861.

Teacher satisfaction with supervision appears to be affected by the organizational structure of the school. Teachers employed in nongraded classrooms were highly satisfied with the supervision they received. Supervision in self-contained and departmentalized classrooms was perceived by the respondents as minimal. Principals did the poorest job of teacher supervision, according to the respondents, when team teaching was the organizational pattern. The analysis of variance (F = 3.384) indicated a significant difference between groups at the .01 level of confidence.

Table III

Teachers' Perceptions of Supervision

Variable	$\bar{X}$	Std. Dev.	F	Confidence Interval
Sex	44.08	9.99	0.655	.4187
Marital Status	43.96	10.12	1.359	.2546
Contract	43.84	9.99	9.194	.0001
Teaching Field	43.97	10.09	1.795	.0861
Grade Teaching	43.85	10.18	0.465	.4954
Class Organization	43.95	10.00	3.384	.0051
Degree Held	43.94	10.15	0.183	.6690

In analyzing the various descriptors in the supervision subtest classroom teachers were complimentary of the building principal. They felt the principal was knowledgeable, supportive, and well informed. The only area of concern was that of "not being around when needed." This feeling was evident when one considers the question, "Did the building principal supervise enough?" Over 60 percent felt the building principal did not supervise enough. It would appear that the majority of teachers want principals to offer more individual assistance and make themselves available more often.

Teachers were asked to respond to eighteen items describing their perception of their principal. Five of the descriptors are reported. The first descriptor is "praise good work." Fifty-three percent of the teachers felt that the principal expressed some form of praise for a job well done. Thirty percent felt that praise was not given, while almost 17.5 percent did not respond or did not know.

The second descriptor selected was, is the building principal "tactful". Of those that responded 68.3 percent reported that their principal was tactful. The percent that felt the principal was not tactful was comparatively small, 10.9.

The item "doesn't supervise enough" was as strong in the negative direction as "tactful" was in the positive direction. Fourteen and eight tenths percent of the teachers felt the principal did supervise enough, while 60.9 percent thought that their principal did not supervise enough--suggesting that teachers desire information and guidance. The percentage of teachers not responding was rather high (15.4 percent).

This study asked teachers if they felt that their principal knew his/her job well. Seventy-one and one tenth percent thought the principal did in fact know his job well. The fact that 5.7 percent did not feel the principal knew his/her job well was not as interesting as the 15.4 percent that would not comment. When asked if the principal was "lazy" the majority of teachers (59.1 percent) said the principal was hard working. A small percent (16.4) said their principal was lazy and 24.5 percent did not respond to this descriptor.

An area that the authors found interesting was, is the "principal around when needed?" Of the teachers surveyed, only 8.8 percent said the principal was around when needed. Forty percent said the principal was not around when needed. Almost 20 percent did not wish to comment.

Conclusion

This study clearly points to a highly sensitive and important aspect of teacher-administrator relationships. The most pertinent data in this study have been extracted from the subtests of the JDI and summarized.

The respondents in this survey revealed that the annual contract was prefered as the means of employment. Teachers working in grades K-6 in the fields of special education, vocational education, and elementary education were the more satisfied educators. As class size and total

student load increased, teacher work satisfaction decreased. Teacher salary was correlated with work satisfaction and thus low salaries caused teacher job satisfaction to decline.

The classroom teachers were very supportive of the building principal. They felt the principal was knowledgeable, helpful, and well informed. The only area in which concern was shown was that of not being "around when needed." This feeling probably was evident when one considers the question if the building principal supervised enough. It would appear that the majority of teachers wish the principal would offer more individual assistance and be available more often.

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